



Image: <http://pheeeph.deviantart.com/art/5000-Puzzle-Pieces-196729125>

Laura Terrill
October 2014

Moving Forward..... Piece by Piece

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

CT World Language Links: Thanks to Desiree <http://ctworldlanguageunits.wikispaces.com>

Reviewed Units

Overview of Fairfield Units

Fairfield Theme-Topic Overview.docx
[Details](#) [Download](#) 132 KB

Revised Blank Template

Revised Blank Template Fairfield.docx
[Details](#) [Download](#) 162 KB

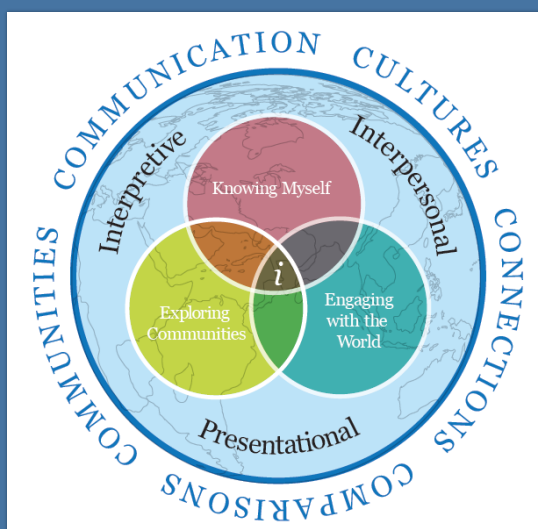
Level 10 - Unit 1 Getting to Know You

2LTerrill 10.1 Getting to Know You.docx
[Details](#) [Download](#) 24 KB

Essential Questions for Today

- What do we mean by a standards-based thematically organized curriculum?
- What does it mean to plan with the end in mind?
- How can we find and use authentic resources for each of the communicative modes?

Context for Curriculum Development



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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey





Performance toward Proficiency



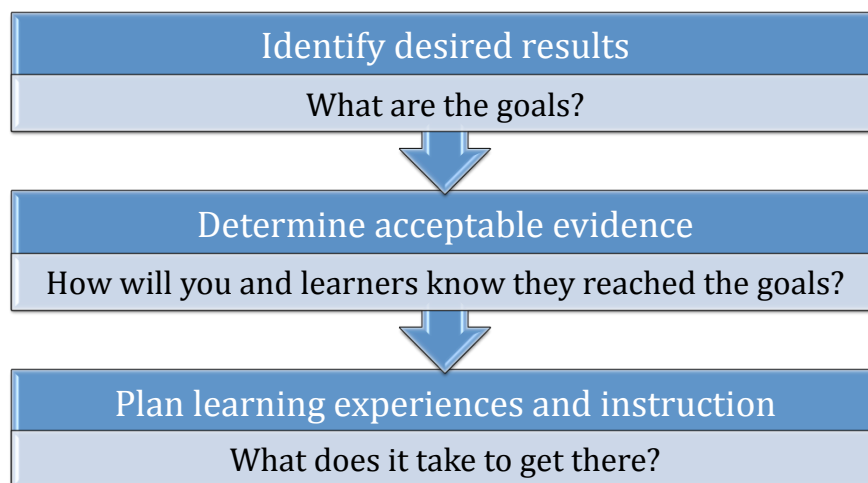
Key Comparisons: Performance & Proficiency

Performance	Proficiency
<ul style="list-style-type: none"> ❑ Based on classroom instruction ❑ Practiced ❑ Familiar content and context ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks 	<ul style="list-style-type: none"> ❑ Independent of specific classroom instruction ❑ Spontaneous ❑ Broad content and context ❑ Sustained performance across all the tasks and contexts for the level

NCSSFL-ACTFL Global Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Backward Design



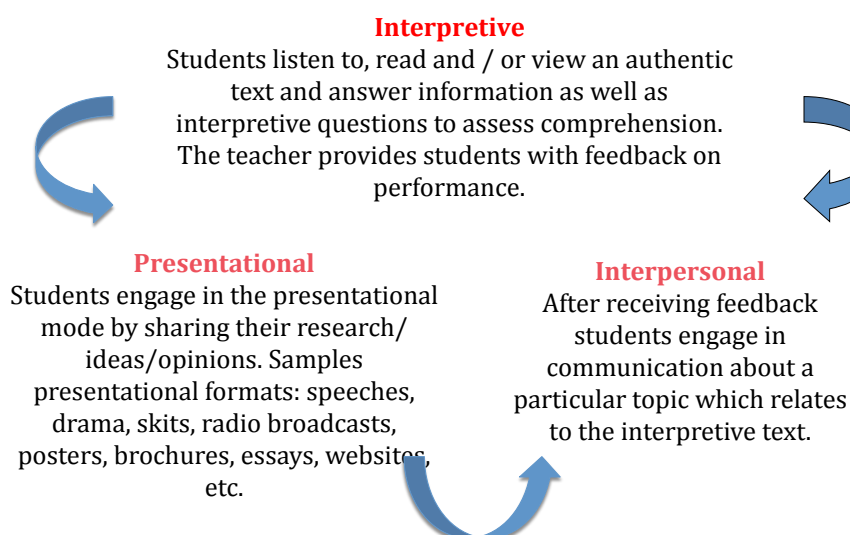
Stage 1: What are the goals?

Theme	Contemporary Life
Topic	Living in the City
Essential Question	What makes a city special?
Unit Focus	Learners will be able to: <ul style="list-style-type: none"> • Identify businesses, services, schools, parks, etc within a city • Describe the purpose(s) of various businesses, services, etc. in a city • Locate businesses, services, schools, parks, etc on a city map • Ask for and give directions from one point to another within a city • Describe what makes a city special • Compare cities in the United States to cities in (country)

Stage 1: What are the goals?

Language Functions	Related Structures/ Patterns	Vocabulary Expansion
Identifying places in a city	Here is (are)... There is (are)....	Tier 1 Names of typical buildings compass directions prepositions of location descriptive adjectives Tier 2 Winding streets City walls City center/Old city Middle Ages
Asking and giving directions within a city	Prepositions of location Polite commands	
Describing places in a city	Adjectives	
Expressing preferences with reasons about what cities to visit	I prefer...because....	
Making comparisons between cities in the US and cities in France	More than, less than, as many as...	

ACTFL Integrated Performance Assessment



Stage 2: How will you and learners know they reached the goals?

Interpretive (Listening and Reading)		
Listen to and follow directions from one place to another on a city map.	Read information on a website about (specific city) in order to identify what makes that city special. Give reasons for the items on your list.	Watch a video about a specific attraction identified with the city and list what you can see and do there.

Cultures? Connections? Comparisons? Communities?

Presentation (Rehearsed Writing and Speaking)	Interpersonal (Unrehearsed Speaking)
Your class is planning a trip to (country). Work in a small group to suggest a city to visit and explain what there is to do there and why it is a good place to visit. Select appropriate images to make a compelling case to go with your narrative.	In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

Stage 3: What does it take to get there?

Learning Activity	Purpose	Mode
Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives.	Flip article outside of class to provide structure for in class discussions	Interpretive
Listen to someone give the location of a place in the city, and locate that place on a map	Practice following directions on a map	Interpretive
Ask and give directions from one place to another on a city map.	Practice asking and giving directions	Interpersonal
Make a map of a French city and label businesses, services, etc.	Practice names of businesses, services, etc	Presentation
Create an advertisement for a business in the city	Practice names of businesses and their purposes	Presentation

Weekly Outlines

Week 1	<ul style="list-style-type: none"> • Introduce yourself using a voki • Narrate in simple target language a trip using google earth to one target language country • Consider process of getting a passport; show passport • Talk about reasons for learning a language; record what students say and create poster that summarizes • discuss why it is so important to use language all the time in the classroom • teach "May I speak English?" • greetings, leave takings and names • simple think-pair-share role plays • begin to use and reference all relevant class commands
Week 2	<ul style="list-style-type: none"> • Continue greetings, leave takings and names • Begin how are you and responses • role – play • begin ABCs to spell last name • use student images from week 1 to begin where do you live, etc.
Week 3	<ul style="list-style-type: none"> • Continue content of weeks 1 and 2 • Show images and have students react – I'm fine, OK, bad, etc. • Schedule formative assessment for recognition –greetings, how are you and responses • Inner-outer circle repetition and allow for multiple repetitions, set timer 20 seconds or start over

Interpretive Mode: Characteristics

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
<ul style="list-style-type: none"> Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate 	300	115 minuti	95 minuti
<ul style="list-style-type: none"> Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) 	350	135 minuti	110 minuti
<ul style="list-style-type: none"> Panino con hamburger al doppio formaggio 	450	170 minuti	140 minuti
<ul style="list-style-type: none"> Patatine fritte (porzione media da fast food) 	340	130 minuti	110 minuti
<ul style="list-style-type: none"> Una porzione di profiterol (g 100) 	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

L'école dico rigolo

H comme Halogène
Attention, les lampes halogènes sont très gourmandes en énergie. Si tu peux, demande à tes parents de t'installer une lampe avec une ampoule basse consommation.

I comme Imprimante
Si tu te sers d'un ordinateur, pense à n'imprimer que les feuilles dont tu as vraiment besoin. Et pas l'encyclopédie des aspirateurs en 5 volumes...

J comme Jetable
Les produits jetables, comme les lingettes ou les gobelets en plastique, sont à éviter le plus possible. C'est un bon moyen de mettre la poubelle au régime. En moyenne, chaque Français jette près de 600 kg de déchets par an. C'est beaucoup trop!

K comme Kiwi
Choisis plutôt des fruits et légumes frais de saison qui ont poussé près de chez toi. Le kiwi pousse en France, mais il vient parfois de Nouvelle-Zélande, le pays le plus éloigné de France. Pour le transporter, il faut utiliser des camions et des avions qui consomment beaucoup de carburant.

L comme Lumière
Éteins une pièce quand tu la quittes. Un réflexe malin qui fait du bien!

M comme Marche
Les pieds ne polluent pas quand on s'en sert. Profites-en!

N comme Nature
Quand tu te promènes dans la nature, n'arrache pas les plantes, ne dérange pas les animaux et emporte un sac plastique. Si tu trouves un déchet jeté par terre, tu pourras le ramasser.

O comme Opération verte
À l'école, lance une Opération verte, en proposant de planter un arbre dans la cour ou d'installer un bac pour récupérer les feuilles de papier. Laisse parler ton imagination!

P comme Pull
Quand tu as froid chez toi, mets un pull au lieu de monter le chauffage.

Q comme Quatre-quarts
Pour le goûter, cuisine des gâteaux que tu emporteras dans une boîte. Ils feront moins de déchets que les biscuits emballés dans des sachets individuels. Et c'est meilleur pour la santé!

R comme Recycle
Recycle les déchets dans les bacs appropriés.

Implementing Performance Assessment
Adair-Hauck, Glisan, Troyan

ACTFL IPA Interpretive Task Comprehension Guide

I Key Word Recognition. Find in the article the French word/phrase that best expresses the meaning of each of the following English words/phrases:

1. trash can: _____
2. garbage: _____
3. fresh: _____
4. instead of: _____
5. disturb: _____

II. Main Idea. Using information from the article, provide the main idea of the article in English.

ACTFL IPA Interpretive Task Comprehension Guide

III. Supporting Details.

Circle the letter of each detail that is mentioned in the article (not all are included!). Write the letter of the detail next to where it appears in the text. Write the information that is given in the article in the space provided next to the detail below.

A. What dressing warm in cold weather prevents:

B. Two ways you can respect the environment when going on walks in nature:

C. Why halogen lamps are not environmentally friendly:

ACTFL IPA Interpretive Task Comprehension Guide

IV. Organizational Features. How is this text organized? Choose all that apply and explain briefly why you selected each organizational feature-- what were the clues in the text?

- A. Alphabetical order
- B. Letter/message
- C. Compare/contrast
- D. Pros and cons

V. Guessing Meaning From Context. Based on this passage, write what the following three words/phrases probably mean in English:

1. une **ampoule** basse consommation (1st paragraph) :

2. le pays le plus **éloigné** de France (4th paragraph) :

3. un réflexe **malin** (5th paragraph) : _____

ACTFL IPA Interpretive Task Comprehension Guide

VI. Inferences. "Read between the lines" to answer the following questions, using information from the article. You may respond in French or English.

1. Why is it important that you buy fruit when it is in season? Be sure to use details from the article to support your answer.
2. Why does this article mention walking as one way to help the environment?

VII. Author's perspective. Select the perspective or point of view you think the author adopted as he wrote this article and justify your answer with information from the text. You may respond in French or English.

- A. Clinical/scientific
- B. Humanistic
- C. Educational

Justification from text:

Ingrédients (2 personnes):

- 6 Fraises
- 2 Kiwis
- 1 Pomme Gala
- 6 Grains Raisins
- 1 Orange
- 12 cl de Limonade
- 2 càs Bombées de Sucre
- 1 càc de Fleur d'Oranger - 1 Pincée de Cannelle
- 1 Sachet de Sucre Vanillé

1. What might the title be for this recipe?
2. Would you like this recipe? Why or why not?

Interpretive Mode

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

1

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

Interpretive Mode

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Translated using google translate

Interpretive Mode Assessment

1. Find the following English words in the article.

- | | |
|-----------------------|----------------------|
| 1. a piece of cheese | 3. everyone benefits |
| 2. among these people | 4. fresh produce |

2. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

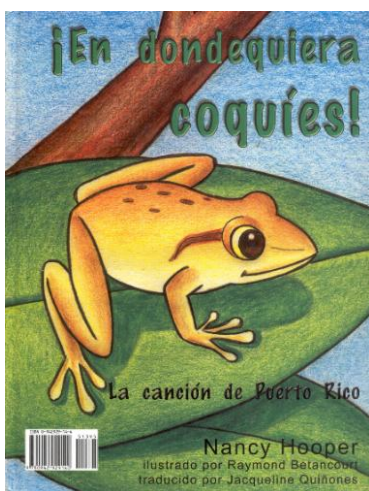
1. Rich people do not eat as well as poor people.
2. 10% of the population of France is considered to be poor.
3. Poor people eat too many French fries.
4. Healthy foods are more expensive than unhealthy foods.
5. Only those who lived in Paris were interviewed.
6. Poor people do not eat enough fruit.
7. If you eat poorly, you risk being overweight.
8. A lot of poor people do not spend enough on food.
9. Rich people always buy fresh products.
10. Poor eating habits can cause behavior problems.

3. What is the main idea of this article?

Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper

ISBN 0942929144

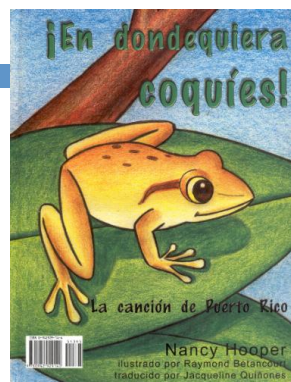


A
C
T
I
V
E

A.C.T.I.V.E.

Ask Questions

*Moving from text explicit to
text implicit*



Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

A.C.T.I.V.E.

Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

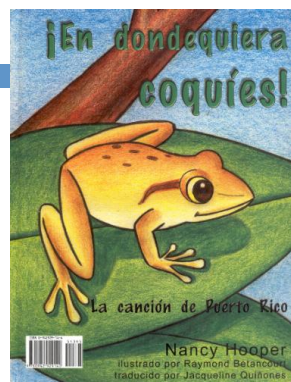
All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

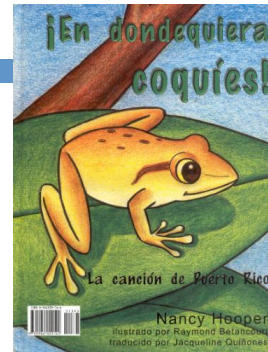
One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

A.C.T.I.V.E

Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

A.C.T.I.V.E

Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

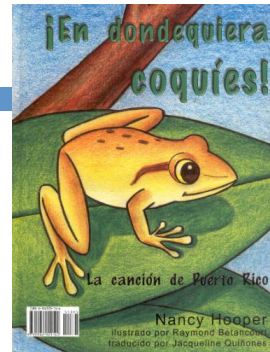
But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

A.C.T.I.V.E.

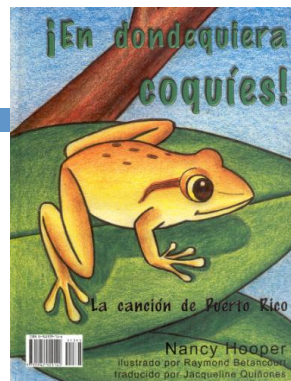
Making Inferences

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.

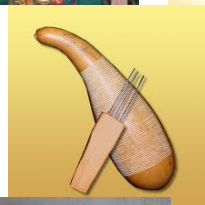


Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

A.C.T.I.V.E

Visualizing

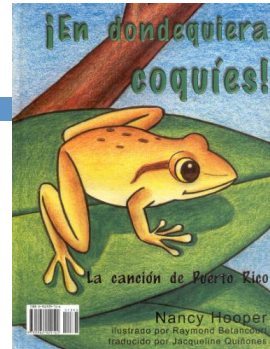
claves
güiros
maracas
cuatros
vejigante masks
santos



A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

R.A.F.T

Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

Juan Ponce de León



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>

1



Read

3



Remember

2



Cover

4



Retell

Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.


- Tovani

Les rythmes scolaires en Europe

(Classe primaire)

<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France  144	4 jours	8 à 9 semaines
Allemagne  188*	5 jours	6 semaines
Royaume-Uni  190	5 jours	6 semaines
Espagne  175	5 jours	11 semaines
Italie  200	5 jours	12 à 13 semaines
Pays-Bas  110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 


Class Instruction in Target Language

Les rythmes scolaires en Europe

(Classe primaire)

<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France 144	4 jours	8 à 9 semaines
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*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 

- Comparez le système de notre école avec les écoles autour du monde.
- Quel pays est-ce que tu préfères? Pourquoi?
- En considérant jours de classe quel pays....



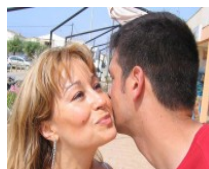
	si	no	¿Porque?
Es como una escuela en los Estados Unido.			
Hay muchos niños.			
Hay muchos profesores.			
Los niños escuchan el professor.			
Ellos cantan.			
Ellos van a la escuela en autobús.			
Ellos estudian ingles.			
Los estudiantes son muy contentos.			

Escuelas argentinas



Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Summative Interpersonal Assessment

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

- ✓ comment on what you plan to do/see in the rainforest
- ✓ comment on the weather/environment in relation to your plans
- ✓ accept and refuse suggestions for other places saying what you want to do there
- ✓ mention a few foods/beverages you want to have

Communication

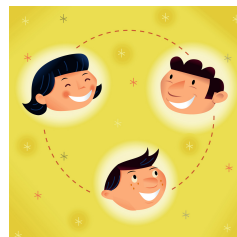
What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



Use the target language as much as possible, but at least 90% of the time.

May I speak English?

Asking Questions



Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Raise the proficiency level.....

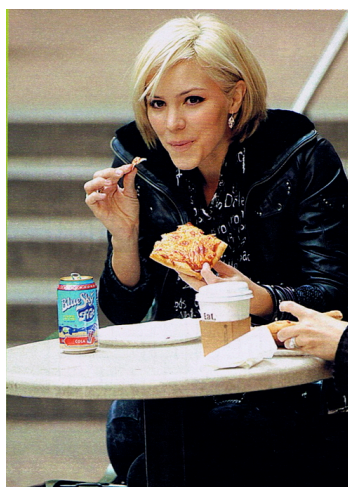


1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

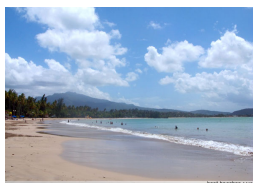


Find out what your partner did last night.
Ask a follow-up question to get more details.

What's different? Teach Circumlocution.



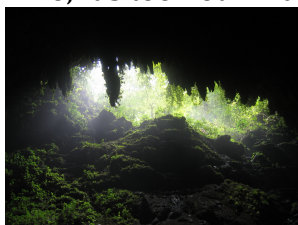
Have a conversation about these pictures.



Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel

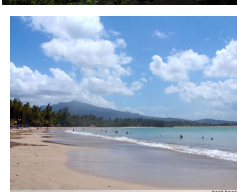
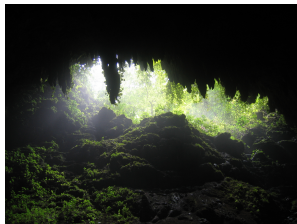


hike in the rainforest

Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach



snorkel

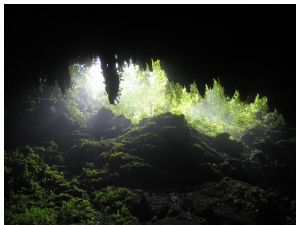


hike in the rainforest

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Discuss your vacation plans with your partner.



Maintain the Conversation

